R E P O R T R E S U M E S

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MASTERS PROGRAMS IN ENGLISH AT THE UNIVERSITY OF KENTUCKY, UNIVERSITY OF MINNESOTA, SOUTHWEST MISSOURI STATE COLLEGE, WESTERN MICHIGAN UNIVERSITY, AND WISCONSIN STATE UNIVERSITY.

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FOR A REPORT ON GRADUATE PROGRAMS IN ENGLISH, THE ASSOCIATION OF DEPARTMENTS OF ENGLISH AND THE EDUCATIONAL RESOURCES INFORMATION CENTER AT THE MODERN LANGUAGE ASSOCIATION OBTAINED INFORMATION FROM CHAIRMEN OF DEPARTMENTS OFFERING GRADUATE WORK IN ENGLISH. SOME OF THE BASIC DATA ASSEMBLED FOR THE FULL REPORT (AVAILABLE AS TE 500 075) ARE THE FIVE DESCRIPTIONS OF MASTER OF ARTS PROGRAMS CONTAINED IN THIS DOCUMENT. THE EXAMINATIONS, REQUIRED COURSES, AND OTHER REQUIREMENTS FOR THE MASTER'S DEGREE AT THE UNIVERSITY OF KENTUCKY, UNIVERSITY OF MINNESOTA (DULUTH), SOUTHWESTERN MISSOURI STATE COLLEGE, AND WESTERN MICHIGAN UNIVERSITY ARE DESCRIBED BRIEFLY. A DETAILED DESCRIPTION OF A PROPOSAL FOR THE MASTER'S DEGREE IN ENGLISH AT WISCONSIN STATE UNIVERSITY (EAU CLAIRE) COMPOSES A THIRD OF THE DOCUMENT. (BN)

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MASTER$ PROGRAMS IN ENGLISH AT THE UNIVERSITY OF KENTUCKY, UNIVERSITY OF MINNESOTA, SOUTHWEST MISSOURI STATE COLLEGE, WESTERN MICHIGAN UNIVERSITY, AND WISCONSIN STATE UNIVERSITY

Prompted by the publication of the "Recommendations Concerning the Ph.D. in English" in PMLA (September 1967), the Association of Departments of English and the Educational Resources Information Center (ERIC) at the Modern Language Association invited the chairmen of 200 departments offering graduate work in English to describe their current graduate programs as well as recent or planned changes in graduate degree requirements. The full report based on the responses, A First Report on Graduate Programs in English (1968) by Bonnie E. Nelson, is available through ERIC as TE 500 075.

Some basic data on masters programs assembled for the report are reproduced here because they are not generally accessible through published catalogs, handbooks, and brochures.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Bonnie E. Nelson, Editor

MODERN LANGUAGE ASSOCIATION
March 1968

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Rev. 1966

REQUIREMENT FOR A MASTER'S DEGREE

IN ENGLISH

University of Kentucky
Department of English, Speech, and Dramatic Arts

The statement which follows sets forth the principal requirements for the degree of Master of Arts with a major in English. For other information not to be found here (such as "Application for Full Graduate Standing," "Fellowships and Scholarships," "Dropping of Courses," "Grades," "Time Limit for Degrees," "Graduation") the student should consult the Graduate School Bulletin.

Admission: A graduate of a fully accredited institution of higher learning may apply for admission to the Graduate School by submitting to the Registrar of the University an official transcript of undergraduate courses and a written application. Application blanks may be obtained from the Registrar or from the Dean of the Graduate School and must be submitted at least one month prior to the term in which the student expects to enroll. With the consent of the Dean of the Graduate School and the Director of Graduate Study in the Department of English, Speech, and Dramatic Arts, the student may undertake a program leading to a Master of Arts degree provided that he has (1) completed the equivalent of a University of Kentucky undergraduate major in English, (2) achieved an undergraduate average of at least 2.5 (midway between a B and a C); (3) made a satisfactory grade on the appropriate parts of the Graduate Record Examination. An applicant who fails to qualify on the first point may be admitted with the understanding that his program must include some advanced undergraduate work in English in addition to the work required for the M.A.

Residence: The minimum residence required for the M.A. is 36 weeks. This residence may be fulfilled by any combination of semesters and/or summer sessions which totals the required residence. Meeting these requirements for residence does not, of course, qualify a candidate for a degree. He may have to spend a longer time in order to meet other requirements. (For exceptions, see Graduate School Bulletin.)

Specific Course Requirements:

1. One of the following language and linguistic courses (unless it or its reasonable equivalent was taken as an undergraduate course):
   English 510, Modern British and American English
   English 512, Grammar of Structure and Usage
   English 612, History of the English Language

2. At least half of the minimum required hours must be in courses open only to graduate students--i.e., courses numbered in the 600's and 700's. One of these courses must be English 600, Bibliographical Studies.

General Statement Concerning Course Work: In addition to these required courses it is anticipated that a student who completes his M.A. with a major in English will have taken at least one "Period" course in each of the periods of English literature, one course in American literature, a "Types" course (novel, drama, etc.), and an "Author" course. It is not alwyas possible to achieve this objective, and wise exceptions to the rule must be made. At the same time, attainment of it should certainly guide the student in his choice of courses; and a marked failure to approximate it is reason enough for him to expect to take courses in addition to these normally required for the degree.

Courses taken for the A.B. count in the attainment of the objective, provided, of course, they have been taken fairly recently. In instances where a number of years has passed since a course was taken or where one's knowledge of the course is deficient for any other reason, it is recommended that the student audit the course and do a substantial portion of the required reading. In any case, the student is held responsible for a general knowledge of the various periods of English and American literature; and since his success or failure on the final oral examination is dependent upon his knowledge rather than upon the number of courses he has taken, he must be his own judge of when he is prepared.

The normal load of a graduate student during any semester is twelve hours; during the eight-week summer session, six hours. Students holding part-time positions should register for less than the normal load.

With the approval of his Director of Graduate Study a student may transfer up to six credits (but no residence) toward the satisfaction of the minimum requirements for the M.A.

The Major and the Minor: If a student whose undergraduate course work in English is recent enough and of such a character as to permit him to meet the course requirements set forth above and at the same time to take courses outside the Department of English, he may take as much as one-third of his work (but no more) in allied fields which have a graduate relationship to his major field. Before doing so, however, he must secure the permission of the Director of Graduate Study. A minor is not required for any student.

Language Requirement: The candidate for the M.A. must demonstrate by examination (administered by the language department concerned) his ability to read a modern foreign language (ordinarily French or German) satisfactorily.

Grades: A student's average must be at least 3.0 (that is, a B) on all graduate work attempted if he is to be eligible to receive an advanced degree.

The Two Plans: The Department of English permits students to satisfy the requirements for the M.A. by either of two plans:

Plan A is the older plan and requires in addition to residence a minimum of 24 semester hours of graduate work of a character specified above and a thesis. The thesis subject must be approved by a committee of three staff members who have been appointed by the Dean of the Graduate School on the Recommendation of the Director of Graduate Study. The Thesis Director is chairman of the committee and has the primary responsibility of directing the research and writing, but the other members act in an advisory capacity and examine the thesis before it has been typed in its final form. Two typewritten, unbound copies of the thesis, approved by the Thesis Director and Director of Graduate Study, and in a form acceptable to the Graduate School, must be presented to the Graduate School Office. The candidate must also submit an abstract of his thesis not exceeding two hundred words in length and suitable for publication. The final oral examination may not be taken before the thesis has been accepted by the Graduate School Office. Information about this deadline may be obtained from the Graduate School Office.

Plan B requires a minimum of 30 semester hours of graduate work of a character specified in these pages. A thesis is not required. The emphasis (as in Plan A) is on language and literature.

Form and Documentation of Theses and Research Papers: All students who are working toward advanced degrees in English should secure a copy of the Graduate School instructions sheet and of The MLA Style Sheet, compiled by William R. Parker. For matters of form and documentation not covered in these two sources the student should consult the manual approved by the Graduate School Office (Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations). Copies of the Graduate School instructions sheet are available in the Graduate School Office, copies of the manual in the Campus Book Store.

Final Examination: The final (oral) examination is scheduled by the Graduate School Office and is administered by a three-member committee (thesis committee in the case of a student following Plan A). The examination lasts from one to two hours and covers the general field of English and American literature. The candidate is not expected to possess a detailed knowledge of every area, of course, but his grasp of significant facts and ideas should be commensurate with the degree he seeks. Information about the deadline for this examination may be obtained from the Graduate School Office.

Department of English

The Reading List for the Master of Arts Oral Examination

In order to make the final oral examination more specific, and to enable the candidate to prepare for it more definitely, each candidate is required to make out his own list of the works on which he will be prepared to stand examination.

This list presupposes, of course, a knowledge of the representative shorter works of the major English and American poets and essayists, such as are usually found in survey textbooks of English and American literature (e.g. Arnold's "Dover Beach," Browning's "My Last Duchess," Poe's "Israfel"). The candidate would do well to review such survey texts for both English and American literature in preparing for his examination. His reading list represents his reading over and beyond this level.

Normally the list should have a minimum of fifty items, although a committee may approve of fewer, or may require more, depending on the length and difficulty of the items included. The candidate may include on his list any works which he has read in the past (provided he retains a good memory of them) and any works which he is required to read for his various courses or his thesis. Usually, in order to obtain a satisfactory and well-balanced list, the candidate will also have to include a number of additional works which he will read before the time of his examination.

The list should be representative of English, American, and Continental European literature, and should show some balance or distribution in these literatures. Naturally, however, a candidate is allowed to place greater emphasis on the field or period in which he is especially interested. There should also be some distribution in the various types of literature, such as drama, novels, etc. If the list shows too great an imbalance, the committee may require the candidate to alter it, or to include additional items.

The term item may need some definition. A novel, volume of non-fictional prose, or a long poem would, of course, constitute a separate item: e.g., Tom Jones, Culture and Anarchy, Paradise Lost. But parts of long works may be classed as items, if the committee approves: e.g., The Faerie Queene, Bks. I, II. Usually several plays by one author, or from one period, are grouped together as one item.

The two lists which follow may serve as examples to the candidate who is making out his own reading list.

SAMPLE READING LIST FOR M.A. CANDIDATES -- I

English Literature

1. Shakespeare, five tragedies (or five comedies or two "chronicle plays")
2. More, Utopia
3. Bacon, The Advancement of Learning
4. Sidney, The Defence of Poesy
5. Fielding, one novel
6. Boswell, Life of Johnson (abridged)
7. Johnson, Lives of Cowley, Milton, Pope, Addison, Gray
8. Walter Scott, one novel
9. Jane Austen, one novel
10. Dickens, one novel
11. Thackeray, one novel
12. Emily Bronte, Wuthering Heights
13. Hardy, one of the four major tragic novels
14. Carlyle, Past and Present
15. Arnold, Culture and Anarchy
16. Mill, On Liberty
17. G.B. Shaw, (1 play); Wilde, (1 play); Eliot, (1 play); Fry, (1 play); Osborne, (1 play).
18. Maugham, Of Human Bondage
19. Joyce, Portrait of the Artist as a Young Man
20. Woolf, To the Lighthouse

American Literature

21. Franklin, Autobiography
22. Emerson, four representative essays
23. Thoreau, Walden
24. Hawthorne, The Scarlet Letter
25. Melville, Moby-Dick
26. Poe, representative tales and poems
27. Whitman, Leaves of Grass (selected representative poems)
28. Twain, The Adventures of Huckleberry Finn
29. James, one novel, one novelette
30. Crane, The Red Badge of Courage
31. Eliot, The Waste Land
32. Faulkner, Absalom, Absalom!
33. A volume of criticism by a major modern American critic, e.g., Brooks, Ransom, Tate, Trilling, Winratt, Wilson, Burke.

Continental European Literature

34. Homer, The Iliad
35. Virgil, Aeneid (6 books)
36. Plato, three or four dialogues
37. Aristotle, Poetics
38. Greek Dramas (3 tragedies, two comedies)
39. Horace, Ars Poetica
40. Dante, Inferno
41. Chanson de Roland or The Nibelungenlied
42. Machiavelli, The Prince
43. Boccaccio, The Decameron (6 or 7 tales)
44. Rabelais, Gargantua and Pantagruel (selections)
45. Montaigne, Essays (10)
46. Goethe, Faust (first part)

47. Tolstoi, Anna Karenina
48. Turgenev, Fathers and Sons
49. Dostoievsky, Crime and Punishment
50. Zola, Nana or Germinal
51. Plays by Ibsen, Chekhov, Strindberg, Pirandello, Girauderix

SAMPLE READING LIST FOR M.A. CANDIDATES -- II

English Literature

1. Chaucer, The Canterbury Tales
2. Malory, Morte D'Arthur
3. Adams, Chief Pre-Sahkespearian Dramas
4. Shakespeare, at least 6 plays
5. Eight Famous Elizabethan Plays (Mod. Lib. ed.) (at least 6 plays)
6. More, Utopia
7. Spenser, The Faerie Queene (Books I-III)
8. Milton, Paradise Lost
9. Twelve Plays of the Restoration and 18th Century (at least 6 plays)
10. Swift, Gulliver's Travels
11. Defoe, Moll Flanders
12. Addison & Steele, Selections from the Tatler and Spectator (ed. Walter Graham)
13. Boswell, Life of Johnson (abridged)
14. Fielding, Tom Jones
15. Sterne, Tristam Shandy
16. Wordsworth, The Prelude
17. Coleridge, Biographia Literaria
18. Byron, Don Juan
19. Austen, Sense and Sensibility
20. Scott, The Heart of Midlothian
21. Dickens, Great Expectations
22. Thackeray, Pendennis
23. Meredith, The Egoist
24. Arnold, Culture and Anarchy
25. Browning, The Ring and the Book
26. Shaw, at least 6 plays
27. Forster, A Passage to India
28. Joyce, Lawrence, Mansfield, selected short stories
29. G.M. Trevelyan, English Social History
30. A standard work on the history of the English language or on modern English

American Literature

31. Hawthorne, The House of the Seven Gables
32. Thoreau, Walden
33. Emerson, Representative Men
34. Melville, Moby-Dick
35. Faulkner, The Sound and the Fury
36. O'Neill: four of the major plays
37. Frost, Collected Poems
38. Hemingway, The Sun Also Rises and A Farewell to Arms
39. Fitzgerald, The Great Gatsby

40. Eliot, Selected Essays

Continental Literature

41. Homer, The Iliad
42. Plato, The Republic
43. Dante, The Divine Comedy
44. Virgil, The Aeneid
45. Rabelais, Gargantua and Pantagruel
46. Goethe, Faust
47. Ibsen, four plays
48. Mann, Buddenbrooks
49. Camus, The Stranger

University of Minnesota, Duluth

University of Minnesota, Duluth
Graduate Program in English

Outline of Requirements for MA (Plan B) in English

Prerequisites:

Not less than 27 quarter credits in English literature, 12 of which must be of Upper Division grade, including satisfactory courses in Chaucer, Shakespeare and Milton. A student who has a good record in his 27 quarter credits in English literature but who has not had courses in all three of the authors named may be allowed to make up some of those courses concurrently with his graduate program.

Candidates will ordinarily find it necessary to supplement their undergraduate work by a considerable amount of independent reading.

Requirements:

1. Major
   21-27 credits in courses in English numbered over 100.

2. Related fields
   18-24 credits in at least two related fields with a minimum of 6 credits in each field.

3. Language requirement
   The candidate is required to have a reading knowledge of one of the following languages: French, German, Latin, Greek, Italian. No candidate may satisfy this requirement either with English or his native language.

4. Written examination
   The candidate will be given a 6-hour written examination which calls for some acquaintance with each of the following periods of English literature: Old and Middle English, Renaissance, 17th Century, 18th Century, English and American literature of the 19th and 20th centuries. While the examination is designed primarily as a test of knowledge, it affords opportunity for the display of critical judgment.

   The candidate must pass his examination in a foreign language (see 3 above) before taking the general examination.

5. Oral examination
   All candidates must pass an oral examination.

6. Papers
   A candidate must submit to the chairman of his examining committee, at least one week before his oral examination, 3 papers, each about 5000 words long, and each certified as satisfactory by the member of the graduate staff under whose supervision it was written. These papers will normally be written in connection with a graduate course in the major.

7. Certification for teaching
   The major in English is offered to high school teachers or those entering into this field and teacher certification must be completed before the degree can be awarded.

Southwest Missouri State College

DEPARTMENT OF ENGLISH
Southwest Missouri State College

Master of Arts in English - A Description of the Program
(Note: The Program was passed by NCA on August 3, 1967, and the first term of the program will be Fall Semester, 1967).

It is anticipated that beginning in September, 1967, work will be available for qualified students who wish to enter a program of study leading to the Master of Arts Degree in English. It must at this time, however, be understood that the program must be approved by the North Central Association before it is offered; it is expected that this approval will be given in August, 1967. Should the program not be approved, it will not be instituted in September, 1967.

The MA program hereinafter described will (1) adequately equip students to continue towards a PhD, at another institution, without handicap or loss of time, and (2) afford appropriate subject-matter coverage and critical training beyond that taken for a bachelor's degree for high school and junior high school teachers.

Entrance Requirements A student entering the Master of Arts program in English is expected to have at least 18 undergraduate semester hours in upper division (junior and senior) English, including one course in the English language (grammar, linguistics, history of the language), one course in each of three historical periods, and one composition course beyond freshman courses. If a student is deficient in this distribution, or has less than a B average in English, he may be admitted provisionally; the provision will be removed at the end of his first term if his work is satisfactory. If a student's first term work is not satisfactory, undergraduate courses may be added to the hours required for a degree.

Time Limit All work for the degree must be completed within four calendar years from admission to candidacy. This time may be extended if additional pre-requisite work is required. One semester or two summer terms of full-time enrollment (at least 12 hours) must be included.

Degree Requirements Thirty-two hours of work, with no more than two C grades (less than C does not carry credit); competence in one foreign language (French, German, Latin, or Spanish; though another language may be accepted--for defensible reason); acceptable comprehensive examination. The course work, including the pre-requisite undergraduate work, should include the following distribution:

1. Problems and methods of Research in English

2. Two courses in the English Language

3. At least one course in each of the following periods: a) before 1500; b) Renaissance and early 17th century; c) Restoration and 18th century; d) 19th century (English and American); e) 20th century (English and American).

4. At least one author, one genre, and one period course, either included in the above or additional.

5. Up to six hours of cognate course work in the Division of Arts and Humanities may be included in a student's program of study. Cognate courses may be suggested by either the student or his Advisory Committee, but such courses must be approved by the student's Advisory Committee if they are included in the program of study.

6. In accordance with general requirements for all Master's Degrees, a student admitted to candidacy for the degree may elect either I or II below as work to be completed in partial fulfillment of the degree.
   I. Completion of a satisfactory thesis. Thesis credit shall be no more than six semester hours of the minimum 32 semester hours required for a Master's degree. A student who elects to write a thesis will enroll in English 405, Independent Study.
   II. Completion of a minimum of two seminars, each of which shall require an extensive paper or major creative work.

As policy, the Department of English does not at this time recommend that a student elect option I for the degree.

Competence in a language may be established either by two years of undergraduate work or by passing a proficiency test. The Comprehensive examination, to be taken during the term in which the degree is granted, will be based on the comprehensive reading list.

Qualifying Examination A qualifying examination is required of each candidate during the term in which he enrolls for his eventh hour of graduate credit; except that a student who transfers more than severn (7) hours of graduate credit to the S.M.S. program from the cooperative graduate program with the University of Missouri must take the examination during the first term he is enrolled for graduate work at S.M.S. The qualifying examination will be given about the 10th week of each semester, or about the 5th week of a summer term.

For the qualifying examination the student will be asked to write an essay on one or more questions derived from readings that will normally be supplied at the time of the examination. Usually these readings will not be made known to students prior to the examination; however, should the Department decide to ask students to read a long work for the examination, the fact will be announced at the beginning of the semester in which the examination is to be given. The examination will be designed to allow the student to demonstrate a) knowledge of basic factual information, b) familiarity with critical and literary terminology, c) ability to read and write perceptively and critically, and d) ability to substantiate judgements and interpretations effectively and skillfully. Three hours will be allowed for the examination.

A student who does not pass the qualifying examination will be required to retake the examination the next term he is enrolled at S.M.S. Three attempts are permitted. A student is not a candidate for the degree until he has passed the qualifying examination.

SAMPLE QUALIFYING EXAMINATION:

Supplied to the student at the time of the examination, a copy each of:
Milton, "Lycidas"
Whitman, "When Lilacs Last in the Dooryard Bloomed"

Assign ment: After having read the selections given you, write an essay in which you (1) isolate the differences of these elegies, and (2) account for the differences as caused by (a) the poets' aims, (b) the different times in which the poems were written. (You may organize your material in any way you prefer.)

Reading List As soon as a student has formally applied for admission to the program, he will be supplied with a copy of the reading list for the Comprehensive Examination. (A sample copy of a "typical" Comprehensive Examination will also be available for the student.)

Comprehensive Examination The comprehensive examination (two 4-hour sessions) will be given during the term in which the student expects the degree to be awarded. This examination presupposes a) knowledge of the English Language and its history, b) comprehensive knowledge of the history of English and American literature, c) detailed knowledge of the items on the Comprehensive Reading List, and d) skill in the methods of historical criticism and of literary analysis and interpretation. The Comprehensive Examination will be given during the last third of a term. Dates will be announced at the beginning of each term, or earlier.

Advising Before the first registration each student, after consultation with the departmental Director of Graduate Studies, will be assigned an adviser, and immediately after the first registration two other members of his Advisory committee. This committee will read and pass upon his qualifying examination, direct his course of study, and pass upon his comprehensive examination. Before the end of the term in which he passes his qualifying examination, a program of study satisfying the requirements for the degree, including additional prerequisite courses if needed, will be made out and, after being approved by the Graduate Office, will be filed with the Department of English. Any subsequent changes in this program must be made by the same process of agreement between the student and his Advisory Committee, approval of teh Graduate Office, and recording with the Department.

Graduate Assistantships A limited number of graduate assistantships are avilable. These carry a stipend of $2400 a year for a full assistantship or $1200 a year for a half assistantship. As assistant with $2400 assistantship will be assigned a work load equivalent to one-half (½) that of a full-time instructor. An assistant with a $1200 assistantship will be assigned a work load equivalent to one-fourth (¼) that of a

full-time instructor. Roughly, this will mean that a $2400 assistant will work not less than 20 hours a week; a $1200 assistant will work not less than 10 hours a week.

Graduate Assistants will be assigned to help with departmental work such as: grading papers, assisting in research, working on curriculum, etc. At some time in the future, assistants may be assigned to teach two undergraduate classes each semester (one for students on half assistantships) or a total of four during two semesters, or they may be assigned equivalent work assisting the departmental staff in teaching or research. Assistants assigned to teach will be required to take English 401, Problems in Grammar, Composition, and Literature, during their first term in residence.

Forms for application for a graduate assistantship may be procured at the English Office.

Maximum Course Load The normal course load is 12 hours a semester, 8 hours a summer term. For graduate assistants, the total of teaching (or equivalent work) and course enrollments may not be more than 18 hours. The minimum time for completion of the degree for full-time assistants is four semesters, for others two semesters and a summer term.

Transfer of Credit Except for students transferring from the Cooperative graduate program with the University of Missouri, a maximum of six hours of graduate credit (credit received after receiving a baccalaureate degree or by dual registration the final semester before graduation) will be considered for acceptance as part of the 32 required hours. Credit beyond the requirements for a baccalaureate degree not formally taken for graduate credit will not be considered for transfer. Two copies of transcripts showing all undergraduate and graduate work are required with the application for admission; scores on the general and area Graduate Record Examination are requested; a student who has not taken this examination before enrollment will be required to take it during his residence.

Correspondence Preliminary inquiries and applications for assistantships should be directed to Prof. George Gleason, Chairman, Department of English, Southwest Missouri State College, Springfield, Missouri 65802. Applications for admission to the program should be made to the Director of Graduate Studies, Southwest Missouri State College.

Western Michigan University

M.A. Programs in English

Western Michigan University

The description of graduate study in English that follows should answer most questions graduate students ask. Questions that are not answered should be put to the English graduate advisor as promptly as possible so that misunderstandings will not happen or be prolonged.

There are two degree programs leading to the M.A. degree. One is supervised by the School of Education. The student is admitted to the M.A. in the Teaching of English program by the School of Education advisor and by the graduate English advisor. His program of studies is supervised entirely by the English advisor.

The second degree program is the M.A. in English, to which the student is admitted by the Department of English. This program is wholly under the supervision of the Department.

Admission

There are three steps in admission to either M.A. curriculum. (1) The student must apply to the School of Graduate Studies for admission to graduate study. (2) He may at the same time or after he has earned up to 10 hours in non-degree status apply for admission to the curriculum. (3) If he is admitted, he must apply for admission to candidacy for the degree after he has earned 10 hours or during that term when he completes 10 hours.

The student who intends to enter either curriculum should see the English graduate advisor at the beginning of his work, whether or not he is actually in the curriculum. He may thus save himself time and money, for he may choose the wrong courses or in some other way not meet the requirements of the curriculum.

Degree Requirements

Each program requires 30 hours of study. In addition the student is required to present an essay to the graduate faculty for approval, and to give an oral explication before a panel of professors. The purpose of these requirements is to acquaint the faculty with the candidate in a professional context. His essay will show how he treats an academic problem in writing, and the explication will show how he uses his information in lecture and discussion. Both exercises are demonstrations, not examinations. By these exercises, the candidate can satisfy the expectation of the faculty that he should have mastered a body of knowledge and appropriate skills.

The M.A. in the Teaching of English (hereafter abbreviated to MAT) includes 9 hours in Education, in courses selected from a prescribed list found in the Bulletin of the School of Graduate Studies under "Curricula in Teaching." It is customary for the English advisor to require 18-21 hours in English. The program of study is prepared by the student and advisor in conference, and is intended to complete a systematic study of English. It will include at least an introductory course in linguistics (if there is no undergraduate preparation in linguistics) and courses in the history of literature, in genres, and in authors.

To enter the MAT curriculum the student must have at least a 30 hour major with an average undergraduate grade in English courses of 2.75. If he applies for admission after taking courses in non-degree status, he should present at least two courses in English. Incidentally, any courses taken in non-degree status may be rejected by the advisor if they are not suitable to the degree program.

To enter the M.A. in English curriculum, the student must present a 30 hour major with at least a 3.0 average in undergraduate English courses. At least 20 hours should be in courses in literature. The major should include courses in genres, history of literature, linguistics, and at least one author. Any significant lack in these categories must be made up by taking courses that will not count toward the degree. As in the MAT curriculum, students wishing to transfer from non-degree status must present at least two courses in English when they make application to enter the English curriculum. In this case, too, courses taken in non-degree status may not be accepted by the advisor if they are not pertinent to the program.

In the M.A. curriculum in English, the department requires the student to take English 660--Methods of Research in English, 661--Seminar in English, 661--Literary Criticism, and 570--Introduction to Linguistics (if he has had no undergraduate work in linguistics). All other courses in the student's schedule of study are selected by the student and the advisor in conference to complete a suitably coherent program.

The Essay Requirement

The essay, which may be one originally written in a course, should be presented to the graduate advisor for approval before the term when the student expects to receive the degree. Upon approval, it will be distributed to the English graduate faculty. The student should take care that the paper represents him at his best. If it is a paper written for a course, it should be carefully revised to serve the new purpose.

The Oral Explication

The oral explication is delivered before a panel of professors and those graduate students who wish to attend. The candidate should present three or four possible subjects to the graduate advisor about six weeks before he plans to appear. The advisor will select one subject, and set a date for the explication.

The explication may deal with a thematic topic in a large form, such as a novel or a play, or it may be an explication of a poem or short story. It should include relevant biographical, historical, philosophical, and linguistic detail and use an appropriate critical approach.

The explication (30-45 minutes long) is to be extemporaneous, for which notes, audio-visual devices, an outline of the explication for distribution, and any other aids may be used. The candidate should not, of course, use large amounts of time for mere illustration, such as playing recordings.

Following the explication, the panel of professors will question the candidate on the specific work, on other writings by the same author, and on the writings of the period relevant to the work.

The graduate advisor will make a formal report to the English graduate advisory committee and to the School of Graduate Studies, which will become a part of the student's record.

Miscellaneous Information

1. The Department requires students to follow the MLA Style Sheet in the papers they submit in courses and for publication. The Style Sheet may be purchased in the campus bookstore. Papers that do not conform to the practices described in the Style Sheet may be rejected by your professors.

2. A common misconception is that a grade of C in a graduate course is a failing grade. It is not. Any grade of C must be balanced by an A for the same number of credit hours. The student must present a record of grades averaging B to qualify for graduation.

3. Failure to apply for candidacy after ten hours of work may adversely affect a student's progress toward the degree, since usually he has failed to ascertain if the courses he has elected will indeed count toward the degree. Credits earned do not count toward the degree unless the courses are accepted by the graduate advisor.

4. Students having difficulty or wishing assistance in a course should consult promptly with their professor. Whenever possible, the faculty will provide counsel and help.

5. Students should not expect that the grade of "Incomplete" will be given because they find it inconvenient to complete the work of a course. The grade can properly be given only in cases of hardship.

Other grades are defined as follows: A=excellent; B=superior; C=satisfactory; E=failing. There is no D grade. Plus and minus grades are not given.

6. The Graduate Studies Council defines a full load as 9 hours in a semester, 5 hours in a spring or summer session.

7. A few fellowships are available to graduate students. Application should be made to the School of Graduate Studies by February 15. The department does not employ part-time instructors without the M. A. Information about other financial assistance is in the Bulletin of the School of Graduate Studies.

8. Always obtain a statement in writing concerning anything affecting your academic work, such as substitutions of courses, courses approved for the program, completion of requirements, etc.

9. A maximum of six hours credit may be transferred from another graduate school. The credits must be validated by the School of Graduate Studies and be acceptable to the graduate advisor. Consult the advisor before taking courses you hope to transfer. Only those courses in which grades of A or B are given can be transferred; a course with a grade of B- or lower cannot be transferred.

Wisconsin State University

A PROPOSAL FOR THE MASTER OF ARTS IN ENGLISH

This program will not be approved by the State Board until spring, 1968.

I. Description of the program

A. Nature and objectives

The purpose of the Master of Arts in English at the Wisconsin State University-Eau Claire is to prepare qualified students to teach in high school and college or to undertake the research necessary for further graduate programs. The graduate faculty, courses, and intellectual climate at Eau Claire provide a combination designed to encourage specialized and concentrated study and research in historical and contemporary approaches to literature, language, and communication. Although designed primarily for those teaching or planning to teach in the field of English, courses in this curriculum are attractive also to adult special students desiring to keep in touch with current critical approaches to contemporary English, American, and Comparative Literature.

For both, the primary purpose of serious study of literature is the realization of its power to illuminate all human experience and to give inexhaustible pleasure. At the graduate level, particularly, the student of literature, like the student of architecture or painting or music, undertakes a more discriminating and appreciative approach to his subject, thereby adding a new dimension to his emotional and intellectual capabilities.

The importance of supplying qualified teachers for the elementary and secondary schools and for the colleges has been uppermost in the minds of those designing this program. As The Pursuit of Excellence emphasized in 1958:

> ...No educational system can be better than its teachers, yet we face severe problems both in the supply of all levels and in their quality. The number of new teachers needed in the next decade is

> between one-third and one-half of all the four-year college graduates of every kind in the same period.... The danger of a decline in the quality of our corps of teachers is obvious.

For college teaching alone, departments of English must annually prepare approximately 2500 new full-time teachers to meet the demand created by the rapidly increasing enrollments in institutions of higher learning.

In the elementary and secondary schools the problem is as critical. At present the demand for teachers of appropriate quality far exceeds the number coming annually from colleges and universities. These are graduating only a little more than half of the new teachers required for adequate staffing of the public schools.

Although it may seem as if these figures are scarcely relative to the problem of the Master of Arts degree, it will be observed that the qualifying terms used are "appropriate quality," and "adequate staffing." Here certainly the graduate program is definitely a factor.

Particularly because of the shortage of well-prepared college teachers, the NCTE The Education of College Teachers predicts that "the M.A. in English will have to be recognized as a terminal degree for an increasing number of full-time college teachers."

The department of English believes that the proposed new program can be a part of the national design to increase the available teaching force.

The program should encourage year round attendance of more and better students for a longer period of study, thus facilitating the rapid flow of graduates to the classrooms.

1. The Purposes of the Degree

The purposes of the study of English at all levels are commonly considered to be three: the appreciation of the values of reading the literature, which is the most important heritage a people can possess;

the values of achieving precision and effectiveness of style in writing; the values of realizing completely the grammatical structure of English.

These purposes are foremost in the structure of the degree of Master of Arts in English. For purposes of identification and selection, all courses are listed under Literature, Language Study, and Composition. With the aid of a departmental adviser, the student for the degree will select from these offerings a comprehensive program of study. With the exception of English 3--, Research and Bibliography in English, all courses are elective within areas; twenty-five hours of these may be in English.

a. The Purposes of Literature:

(1) To encourage thoughtful and sensitive reading;

(2) To offer opportunities for the use of the tools of literary study: consideration of techniques, modes, structures, points of view, and various evaluative approaches to literature commonly employed by critics today: traditional, biographical, linguistic, psychological, mythical, and archetypal.

(3) To enlarge through the use of these tools the possibility of discovery, recognition, and association.

English Literature:	236, 336	Shakespeare
	239, 365	The English Novel
	253	The Seventeenth Century
	259, 359	Chaucer
	261	The Restoration and 18th Century
	262, 362	The Romantics
	263, 363	The Victorians
	264, 364	Modern Poetry
	340	British Fiction
American Literature:	250, 350	Studies in American Fiction
	268	Contemporary American Fiction
World Literature:	274	The European Novel
Genres:	264, 364	Modern Poetry
Criticism:	280, 366, 380	

b. The Purposes of Language Study:

(1) To present the English language as a field for scientific study;

(2) To furnish information about recent research and development;

(3) To develop student research techniques and application of principles of language research.

Linguistics: 312 History of the Language
313 Structural Linguistics

c. The Purposes of Communication:

(1) To develop writing above the level of purely technical skills;

(2) To provide opportunities for practice in the understanding and communication of real meanings;

(3) To encourage originality and creativity;

(4) To provide opportunities for the practice of scholarly investigation;

(5) To investigate and practice effective stylistic principles and qualities in literature.

Communication: 277 Advanced Creative Writing
278, 378 Rhetoric
393 Research and Bibliography

Although individual programs will be selected largely on the basis of undergraduate preparation, each must contain representative courses from these three areas. In addition to course materials the student will be responsible, also, in his comprehensive examination, for selected readings and bibliographies on the departmental list of master works. These lists will be furnished upon admission to candidacy.

2. Pre-requisites for Admission to the Master of Arts Program

a. Admission requirements

(1) A baccalaureate degree from an accredited institution.

(2) A minimum of 24 semester hours in an undergraduate English program, and approval by the adviser of the distribution of courses in composition, linguistics, and literature. Additional undergraduate courses will usually be required of students with deficiencies in these fields or in credits.

(3) Admission in good standing with an overall 2.75 undergraduate grade point average (4 point basis).

(4) Admission on probation with an overall 2.25-2.74 undergraduate grade point average (4 point basis).

(4) Students whose undergraduate grade point averages are below 2.25 are not to be admitted to any of the graduate courses within the program. They may, if they wish, request permission to take additional advanced undergraduate work to establish eligibility for admission to graduate study. If their records in such study indicate ability to do successful study, they may be admitted to the graduate program with probationary status on the basis of such records.

3. Requirements for the Degree of Master of Arts

a. A minimum of 30 credit hours of graduate work in an approved ccurse of study;

b. A minimum of 15 credit hours in courses open to graduate students only (300 level);

c. A four-hour written comprehensive examination based on the three areas of study listed above and covering the course materials and the Master's Reading List. The purpose of such an examination is generally stated in the Graduate School Bulletin, 1967-68, p. 2:

> The written examination consists of general questions over broad areas of study within the field of the student's area of specialization. Each question involves integration of viewpoints, theories, concepts, or facts. The student is expected to demonstrate facility appropriate to the master's level of development in marshaling evidence and arguments from diverse sources to develop lines of reasoning and systematic narrative.

Among specific purposes of the examination in English are those that assure the department of certain proficiencies and abilities: knowledge of the history of literature and language, and the associated history of ideas; sensitiveness and perception in interpretation; ability to do close reading and analysis of unfamiliar material; reasonable comprehension of general critical approaches; ability to organize and present ideas in forceful prose.

A permanent committee, usually consisting of the thesis or research paper adviser, the program adviser, a third member from the department, and one from another department will be appointed for each student. This committee will be responsible for the preparing and evaluating of the comprehensive examination, for the conduct of the oral examination, for critical reading of the thesis or research paper, and for assisting the student in his progress through the degree.

d. A minimum of three credit hours of course work in another discipline;

e. Two credit hours in 393, Research and Bibliography;

f. A Thesis with credit of six hours or a Research Paper with credit of two hours in the major. The range of thesis subjects is wide, limited only to those areas required by the department: literature, language, and composition, in the last of which a creative work of some magnitude may fulfill the requirement. The thesis subject will be selected by the student in consultation with a departmental specialist in the limited field agreed upon. During the development of the thesis, the student will consult frequently with this paper adviser and will be guided by his suggestions and emendations. Unless it is a creative work, the thesis will represent 1. a problem solved by the student and 2. a complete command of research techniques. A faculty committee of at least three members and one from a related discipline [see permanent committee] will review and evaluate the final draft and conduct an oral examination.

   For the Research Paper, the student will originate and develop under the direction of his committee a paper as a special project in a limited area. Unless a creative work, it will represent 1. a problem solved by the student and 2. a command of research techniques. It will be read and evaluated by his committee.

B. The Master of Arts degree as proposed has the following characteristics of almost all disciplines:

1. It is a new graduate program based upon the existing undergraduate majors
2. It will utilize the graduate courses now offered to satisfy the requirements of the Master of Science in Teaching and the Master of Arts in Teaching. However in place of 15-18 hours in the area of concentration, it may require up to 25 hours. At least one additional graduate course will come from a related discipline, such as history, philosophy, or sociology.
3. The courses for this degree will be conducted by the members of the graduate faculty.
4. Some students, particularly those with a baccalaureate teaching degree and those who have had considerable experience in teaching, believing that their greatest need is for a considerable number of graduate depth courses in their special discipline, will doubtless choose the greater election provided by the Master of Arts. A considerable number of

graduate students, anticipating the granting of permission to award this degree, are now taking only English courses.

5. It should be remembered, however, that the Master of Arts, a natural extension of the major and its Master of Science in Teaching, does not replace the latter.

II. Need

A. Specification of need

1. The purpose of graduate study in English is not merely to introduce students to the accumulated knowledges that course study affords but also to acquaint them with the rewards and rigors of research scholarship, through which they will develop certain skills that may enable them during their academic careers to make discoveries of their own, thereby adding to the world's store of knowledge.

2. The University should offer this degree in order to fill out, to the satisfaction of almost every student, the complete program demanded of a large and growing university. Each year from four to ten of the department's finest graduates leave the state to enroll for the Master of Arts in universities outside Wisconsin. Not all of them could be induced by the new opportunity to stay in Eau Claire. However it is certain that many of them would. Some are now ready.

3. Each year there are potential Master of Arts candidates who never enroll for this degree at any school, often because they are uncertain about their ability and fearful of the impersonality of the larger departments. At Eau Claire, through greater individual attention in small classes, seminars, and conferences, it is possible for them to gain confidence and prove themselves. Thus the university better serves the community in its unremitting and sometimes desperate search for more and better qualified teachers.

4. This program of the English department is representative of the internal development of the university, where other departments are engaged in similar projects calculated to be of service to the state and the academic community.

B. John E. Ivey, Sr., president of New York University writes: "There is little liklihood that the nation's rate of producing college faculty will keep pace with the personnel needs of higher education. Yet no democracy can deny educational opportunities to those who want and need it and long retain its strength and vitality." Since college teachers are engaged in preparing other teachers not only in college but also in the secondary and elementary schools, any diminution of flow at the source adversely affects all education the country over.

III. Student demand

A. Indication of student desire for work in the area.

English undergraduates are strongly interested in graduate school. The active registration file now shows an enrollment of 50 students, double the number of a year and a half ago. Of these at least six are delaying a declaration of a degree while awaiting approval of the Master of Arts degree.

A recent departmental survey of declared majors revealed that during the next three years, at least 100 of 150 Eau Claire graduates will enroll in graduate school with numbers and percentages increasing each year:

1967 13 of 15 students answering the questionnaire;
1968 39 of 55 students answering the questionnaire;
1969 57 of 95 students answering the questionnaire.

Most, but not all of these plan to begin graduate work the same year that they receive the baccalaureate degree.

Approximately one-third of those signifying their intention to enter graduate school chose Eau Claire; the other two-thirds ordinarily did not indicate a specific choice of school.

It is interesting to note the master's degree in greatest favor among the 150 students.

	MST	MAT	MA
1967	1	4	7
1968	5	6	21
1969	4	3	30

Certainly this shows a high regard for the MA. The apparently slight interest in the MAT can be accounted for by the fact that this degree commonly draws most heavily from those already graduated.

B. Enrollment projections

In the spring semester 1966-67, there were 19 students registered in MST and MAT programs. Projected enrollment in both for 1967-68 was 30, but this has already been exceeded by 20. It is probable that the Master of Arts degree program will attract 15-20 new students during the summer and fall of 1968, some of these Eau Claire graduates, some transfers.

It is worth repeating that the Master of Arts degree has been contemplated and sought for several years by the department and by graduates. It will complete the range of choices in Masters' programs in English and make available to the student degrees most appropriate to his personal and professional goals.

IV. Institutional Capability

A. Present resources

1. Faculty

A significant evidence of the department's ability to meet the needs of its students is the preparation, experience, and quality of

its graduate faculty. It has been recruited from leading graduate schools throughout the country and includes historical and textual scholars in American, English, and world literature of all periods, critics, creative writers, and linguists.

As will be noted in the listing below, the educational backgrounds and interests of the graduate faculty represent a wide spectrum of preparation for teaching.

Thearle A. Barnhart, Professor and Department Chairman, Ph.D. Ohio State University, Middle English, 17th Century.
Viewpoints, co-author, Prentice-Hall
"Shakespeare," Encyclopaedia Britannica Filmstrips.
"The Professional Career of the College English Teacher," College English, 1962. Also reprinted.
Articles, reviews, short stories.
NCTE (Chairman, College Section, and member of Executive Committee, 1956-58. Board of Directors, 1956-62. Trustee).
Research Foundation, 1965-66.
CCCC (Chairman, 1954).

Clarence A. Brown, Professor, Ph.D. University of Wisconsin, American Literature, English Education.
The Achievement of American Criticism, Ronald Press, 1954.
American Literature: A College Survey, co-author, McGraw-Hill, 1961.
The Strategy of Composition, co-author, Ronald Press, 1968.
Articles and reviews.
Wisconsin Council of Teachers of English - charter member, member of Executive Committee, Director of Publications
Wisconsin Conference on English Education - charter member, Director.

Thomas A. Browne, Associate Professor, Ph.D. University of Minnesota, Elizabethan Literature, Shakespeare.

Dounia Christiani, Associate Professor, Ph.D. Columbia University, Chaucer, Contemporary British Literature (Joyce), Drama.
Scandinavian Elements of Finnegan's Wake. Northwestern University Press, 1965.
"H. C. Earwickes the Ostman?" James Joyce Quarterly, Spring 1965.
The Wild Duck, translation and critical edition. Norton, 1968.

Edna Hood, Assistant Professor, Ph.D. University of Wisconsin, Medieval Language and Literature, Renaissance Literature.
Modern Language Association.

Alan Jackson, Associate Professor, Ph.D. University of Southern California, American and British Novel, American Literature, Modern British Literature, Rhetoric.
Review of James Gindin's "Postwar British Fiction," in Western Humanities Review, 1963.
Modern Language Association

John W. Morris, Professor of English and Dean of the School of Arts and Sciences, Ph.D. University of Tennessee.
English Novel, Romanticism, Literary Theory and Criticism, Linguistics.
"Inherent Principle of Order in Richard Feveral" PMLA LXXVIII.
"The Phoneme of Context," CCC December 1963
"The Germ of Meredith's Lucifer in Starlight," Victorian Poetry I, January 1963.
Beauchamp's Career, Tennessee Studies in Literature, 1961.
Meredith's Unintentional Literary Hoax, Tennessee Studies in Literature, 1965
Review of John Henry Smith "Fighting the Skeleton." Victorian Poetry, Volume 5.

David Murdoch, Associate Professor, Ph.D. Occidental College, 19th Century European Fiction, Literary Criticism, Realism in Literature, 1840-1914.
"Comedy in Crime and Punishment," Wisconsin Studies in Literature, No.3 (1966), "Dostoyevski's Satire," Satire News Letter (Fall, 1965).
National Council of Teachers of English, Wisconsin Council of Teachers of English (Chairman College and University Conference), Editor, Wisconsin Studies in Literature, No. 4.

Roger Murray, Assistant Professor, Ph.D. University of Iowa, University Fellowship, 1964, Romantics, 17th Century.
"Synecdoche in Wordsworth's 'Michael,'" ELH (December 1965).
Wordsworth's Style, University of Nebraska Press, 1967.
"Wordsworth: The Poet as Mental Traveller," Wisconsin Studies in English.
Modern Language Association, National Council of Teachers of English.

Helen Sampson, Professor, Ph.D. University of Iowa, Literary Criticism, 19th Century Novel, The Victorians.
National Council of Teachers, Conference on College Composition and Communication.

Martha Worthington, Professor, Ph.D. Tulane University, English language: historical and applied linguistics,
"The Compound Past Tense in Old French Narrative Poems," R Ph, February 1966.
"A Precursor of the Transformational Approach to Descriptive Syntax: Lucien Tesnière," R Ph, February 1968.
Reviews in R Ph.
Fellow of Editorial Board of R Ph.
Modern Language Association, American Association of Teachers of French, National Council of Teachers of English.

Kenneth Zahorski, Assistant Professor, Ph.D. University of Wisconsin,
Drama of the 18th and 19th centuries, 17th century, 18th century, Chaucer.
Modern Language Association, Johnson Society of the Great Lakes Region.

The following members of the department are near to the completion of the Ph.D., when they will become members of the graduate faculty and eligible to conduct graduate courses:

Allen Curtis, University of Nevada
Richard Kirkwood, University of Iowa
Wayne Lindquist, University of Iowa
James Olson, University of Wisconsin
Douglas Pearson, University of Kansas
Gerald Pierre, University of Minnesota
Herman Schmeling, Peabody University

2. Library Resources

The department of English through its Library Committee has been attempting, with increasing success, to acquire the standard or definitive editions of major writers, the standard biographies, and the important criticism. The reprinting industry has lately been helpful in furnishing reprints and facsimilies of works long out of print.

The English literature shelves now hold 5500 carefully selected titles; the language (linguistic) area, upon which the department has been concentrating for several years, has over 525 titles; and writing (communication) 120. Periodicals number 53, including numerous complete files.

These numbers do not include those titles ordered and shelved by other departments and extensively used by English majors: History, Government, Economics, Social Studies (American Studies), Foreign Language (Comparative Literature), and Speech (the Comprehensive Major).

Additional definitive editions, historical and modern criticism, learned journals, and bibliographical guides are important to the

graduate programs. The departmental library committee will add these as the rapidly expanding funds allow.

3. The existing resources of the department are adequate for the proposed Master of Arts program, even when registration increases markedly:

   a. Staff: 14 members of the graduate faculty.

   b. One floor of Schofield Hall, restricted to English classrooms, seminar rooms, and offices.

   c. Program funds.

   d. Equipment: film, overhead, and opaque projectors; tape recorders; record players; stenographic aids.

   e. Adequate full-time secretarial help (2 full-time secretaries); student aides.

B. Supporting Fields

The English Master of Arts curriculum includes one three-hour course in a related or supporting discipline, such as History, Speech, or Philosophy. Courses currently offered in these areas are sufficient. This course is chosen with the assistance of the student's program chairman.

C. Proposed bases for program funding.

1. Because no additional faculty and only one additional course will be required immediately, there is no need for additional funds to initiate the new program.

2. The Long Range Plan of the University, approved by administration and faculty, implicitly guarantees continuing support for this and similar projects, whenever enrollment requires additional funding for salaries and expanded courses.

3. The department will continue to search out and apply for special funds available for graduate courses and programs from federal agencies and private organizations. However, these will not be considered an important contribution to the funding of the degree.

D. Estimated beginning and continuing net cost of the program.

As has already been indicated, there should be no additional beginning or continuing cost for the program. The MST and the MAT programs are already operating. The courses (except one) are now being given. The faculty is adequate. The classes are small enough to permit considerable expansion.

V. Interest and support on the part of administrators, faculty and citizens.

A. Since the early days of the graduate curriculum in the state universities, the administration has supported a variety of programs for those departments with sufficiently large enrollments, library holdings, and staff. It supports this one for the department of English.

B. Recruitment of staff in the department is made easier by the fact that graduate programs are offered. Of perhaps greater importance to a faculty deeply concerned with individual students is that a graduate program affords an answer to the common complaint, "In four years we get our majors to a point of excellence, then we lose them before their wings are well fledged."

C. The recent growth in enrollment in the graduate programs of the department and the evidence that this growth will accelerate testify to the interest of the academic community and of the area in graduate study. On the basis of the survey, the department estimates that within three years the Master of Arts degree may have a favorable ratio of 4 to 1 over a combination of other masters curriculums.

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